



# Core Content Connectors

## 2021

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### **8<sup>th</sup> Grade**

English Language Arts

Montana Office of Public Instruction

High Academic Standards For Students

## 8<sup>th</sup> Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; [MCA 20-1-501 Article X](#); resources; and materials).

### Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze the central ideas or themes of a text, including analyzing the roles of dialogue or incidents in developing the depth of the plot
- Analyze the intentional choices authors make by comparing modern works of literature to traditional pieces, and citing their evidence to support their analysis
- Develop vocabulary by determining and analyzing the impact of specific word choice on meaning and tone.

### Reading Standards for Informational

- Analyze individuals, events, and ideas in informational text
- Use evidence from the text to support the inferences they draw from the text, and write an effective summary of a variety of texts

- Analyze the claims made in a text by evaluating the supporting reasoning and evidence an author uses, and recognize conflicting and irrelevant evidence
- Evaluate the use of varying perspectives and mediums on the portrayal of subjects/topics by different authors.

### Writing Standards

- Produce clear and coherent writing for a variety of tasks, purposes, and audiences using argumentative, informational, or narrative writing types
- Develop arguments supported with reasoning and evidence gathered from multiple, credible print and digital sources
- Acknowledge and address opposing viewpoints in response to their claims
- Routinely plan, draft, revise, and edit a wide variety of writing tasks

### Speaking and Listening Standards

- Collaboratively discuss and analyze a variety of subjects using diverse media and formats while considering the motives behind the presentation of information
- Develop respectful communication skills in order to clarify, extend and challenge information presented in a variety of contexts
- Adapt and present information using technology, multimedia, and visual formats effectively for a variety of audiences and purposes

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Utilize various strategies to determine the meaning of unknown words and phrases, as well as figurative language

	Montana's English Language Arts Content Standards – 8 <sup>th</sup> Grade
	Reading Standards for Literature
	Key Ideas and Details
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.</b> <b>8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</b>
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <b>8.RL.j1 Determine the theme or central idea of a text.</b> <b>8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</b> <b>8.RL.j3 Provide/create an objective summary of a text</b>
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <b>8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.</b> <b>8.RL.k1 Identify the use of literary techniques within a text.</b> <b>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</b>
	Craft and Structure
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>8.RWL.k4 Identify and interpret an analogy within a text.</b> <b>8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <b>8.RL.l1 Compare and contrast the structure of two or more texts.</b> <b>8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.</b>
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. <b>8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</b>

	Integration of Knowledge and Ideas
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. <b>8.RL.m3 Compare and contrast content presented in text, media, and live performance.</b>
RL.8.8	(Not applicable to literature) N/A
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new and include texts by and about American Indians. <b>8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.</b>
	Range of Reading and Level of Text Complexity
RL.8.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. <b>8.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b> <b>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</b>

	Montana's English Language Arts Content Standards – 8 <sup>th</sup> Grade
	Reading Standards for Informational Text
	Key Ideas and Details
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <b>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</b> <b>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</b>
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <b>8.RI.j3 Determine two or more central ideas in a text.</b> <b>8.RI.j4 Analyze the development of the central ideas over the course of the text.</b> <b>8.RI.j5 Provide/create an objective summary of a text.</b>
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories). <b>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</b>
	Craft and Structure
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>8.RWL.k4 Identify and interpret an analogy within a text.</b> <b>8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</b> <b>8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <b>8.RI.k1 Determine the structure of a text.</b> <b>8.RI.k2 Determine how the information in each section contributes to the whole or to the development of ideas.</b> <b>8.RI.i1 Use signal words as a means of locating information.</b> <b>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</b>
RI.8.6	Determine an author's point of view, perspective and purpose in a text including texts by and about American Indians and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <b>8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b>
	Integration of Knowledge and Ideas

RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. <b>No CCCs developed for this standard.</b>
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced and include texts by and about American Indians. <b>8.RI.k4 Identify an argument or claim that the author makes.</b> <b>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</b>
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation and include texts by and about American Indians. <b>8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</b>
	Range of Reading and Level of Text Complexity
RI.8.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. <b>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</b> <b>8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.</b>

	Montana's English Language Arts Content Standards – 8 <sup>th</sup> Grade
	Writing Standards
	Text Types and Purposes
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>8.WP.k1 Write an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</b></p> <p><b>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</b></p> <p><b>8.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources.</b></p> <p><b>8.WP.l2 Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.</b></p> <p><b>8.WP.m1 Maintain a consistent style and voice throughout writing.</b></p> <p><b>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</b></p>
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</b></p> <p><b>8.WI.j3 Write an introduction that clearly previews information to follow and summarizes stated focus.</b></p> <p><b>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>8.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>8.WI.l2 Maintain a consistent style and voice throughout writing.</b></p> <p><b>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</b></p> <p><b>8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></p>

	<b>8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</b>
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</b></p> <p><b>8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</b></p> <p><b>8.WL.k1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>8.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</b></p> <p><b>8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</b></p> <p><b>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</b></p>
	Production and Distribution of Writing
W.8.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>8.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>8.WL.p1 Produce a clear, coherent, permanent product) that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>8.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience</b></p>
W.8.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p><b>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p>



	<p><b>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
W.8.6	<p>Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>8.WA1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</b></p>
	Research to Build and Present Knowledge
W.8.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and include sources and/or topics by and about American Indians.</p> <p><b>8.WI.i4 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
W.8.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>8.WI.i3 Use a standard format to produce citations.</b></p> <p><b>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>8.WP.j4 Use a standard format to write citations.</b></p>
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature.</p> <p>b. Apply grade 8 Reading standards to informational text and nonfiction.</p> <p><b>8.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.</b></p>
	Range of Writing
W.8.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CCCs developed for this standard.</b></p>

	Montana's English Language Arts Content Standards – 8 <sup>th</sup> Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.</p> <p><b>8.HD.i1 Use information and feedback to refine understanding.</b>  <b>8.HD.j1 Use information and feedback to clarify meaning for readers.</b>  <b>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</b></p>
SL.8.2	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</b>  <b>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</b>  <b>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</b></p>
SL.8.3	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</b>  <b>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</b>  <b>8.WP.i3 Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.</b></p>
	Presentation of Knowledge and Ideas
SL.8.4	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</b>  <b>8.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</b></p>

SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <b>8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b>
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) <b>No CCCs developed for this standard.</b>

	Montana's English Language Arts Content Standards – 8 <sup>th</sup> Grade
	Language Standards
	Conventions of Standard English
L.8.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verbals, voice, and mood.</p> <p><b>8.WA.4 Use active and passive verbs in writing.</b></p> <p><b>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</b></p>
L.8.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Use correct spelling.</p> <p><b>8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</b></p> <p><b>8.WA.7 Spell words correctly in writing.</b></p>
	Knowledge of Language
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>8.WA.8 Use active and passive voice in writing to achieve particular effect.</b></p> <p><b>8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.</b></p>
	Vocabulary Acquisition and Use
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</p> <p>b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p><b>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</b></p> <p><b>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p>

	<p><b>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b></p> <p><b>8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p> <p><b>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b></p>
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>d. Recognize the influence time, culture, gender and social relationships have upon word meaning.</p> <p><b>8.RWL.k1 Identify irony within a text or media</b></p> <p><b>8.RWL.k2 Identify a pun within a text or media.</b></p> <p><b>8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</b></p> <p><b>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</b></p> <p><b>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</b></p> <p><b>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</b></p>
L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></p> <p><b>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</b></p>